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ABSTRACT

Arkansas' foreign language learning standards are defined in the Arkansas Curriculum Framework. This framework describes what students must know and be able to do in grades 4, 8, and 12. It is intended to encourage a K-12 foreign language program, though schools are not required to go beyond the minimum mandate of the "Standards for Accreditation of Arkansas Public Schools." The three strands are communication (students will be communicate, observe, and demonstrate effectively in a variety of situations in languages other than their own); cultures (students will acquire knowledge to demonstrate understanding of cultural perspectives other than their own); and connections (students will use languages other than their own to establish and expand connections with other areas of knowledge within and beyond the school setting). This document describes the standards and learning expectations for each strand at each grade level, presents a glossary of relevant terms, and provides a variety of learning scenarios for the different strands. (SM)

Arkansas

Foreign Language Curriculum Framework

Revised 1999

Strand 1: Communication

Strand 2: Cultures

Strand 3: Connections

All "Student Learning Expectations" should be considered cumulative. That is, all "Student Learning Expectations" from preceding or earlier grade levels may be used at any time by curriculum planners creating curriculum at a specific grade level.

INTRODUCTION

The Foreign Language Framework is designed to encourage a K-12 foreign language program, but schools are not required to go beyond the minimum mandate of the *Standards for Accreditation of Arkansas Public Schools*. Namely, foreign language experiences for elementary students and two sequential years of the same foreign language for secondary students are required. Therefore, each district should adapt the framework to the particular foreign language program in place, being certain to observe appropriate and feasible student learning expectations in grades K-4 and 5-8, even if formal foreign language instruction does not begin prior to grades 9-12. Foreign language elementary specialists may or may not be employed as district-level curricula demand. This is a decision district curriculum writers may make, according to the character of the curriculum created, just as it is the prerogative of school district curriculum designers to determine what is developmentally appropriate. Some suggested ways to offer foreign language experiences to elementary students include but are not limited to 1) language instruction by teachers proficient in the language; 2) language instruction by community volunteers who have language fluency; 3) language experiences offered by secondary students enrolled in upper level (advanced) foreign language classes; 4) elementary foreign language programs available from AETN; and/or 5) elementary foreign language programs (videos, tapes, etc.) available from various publishers.

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S. Boardman

FOREIGN LANGUAGE CURRICULUM FRAMEWORK (REVISED 1999)

<p>STRAND 1: COMMUNICATION</p> <p>CONTENT STANDARD</p> <p>Students will communicate (listen, speak, read, write), observe, and demonstrate effectively in a variety of situations in languages other than their own.</p> <p>STUDENT LEARNING EXPECTATIONS</p> <p>GRADES K-4 (or beginning language skills)</p> <p>COM.1.1. Demonstrate recognition of sounds and patterns by appropriate pronunciation and usage of words.</p> <p>COM.1.2. Listen and respond to the language spoken by a variety of native speakers.</p> <p>COM.1.3. Listen to and read <i>authentic</i> passages for enjoyment and information.</p> <p>COM.1.4. Use <i>appropriate gestures</i> and <i>nonverbal</i> communications of the <i>target culture</i>.</p> <p>COM.1.5. Communicate through frequent and effective use of the language in social and academic situations.</p> <p>COM.1.6. Use technology to reinforce and extend communication skills.</p> <p>COM.1.7. Use critical thinking and problem solving strategies to integrate content from written, spoken, and visual sources.</p> <p>COM.1.8. Demonstrate understanding of the nature of language through comparisons of the language studied and their own language.</p> <p><u>Assessment Legend:</u> T: Teacher-made tests; PO: Portfolio; PR: Project; C: Checklist; O: Observation; PE: Performance; E: Exhibition; D: Demonstration; LJ: Log/Journal; W: Writing</p>	<p>Assessment Options and Possibilities</p> <ol style="list-style-type: none"> 1. T, PR, O, PE, D 2. T, C, PE, E, LJ 3. T, C, LJ 4. T, O, PE, E, D 5. T, PO, PR, O, PE, LJ, W 6. PO, PR, W 7. T, PO, PR, O, PE, D, LJ, W 8. T, C, D, LJ, W
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STRAND 2: CULTURES	Assessment Options and Possibilities
<p>CONTENT STANDARD</p> <p>Students will acquire knowledge to demonstrate understanding of cultural perspectives other than their own.</p> <p>STUDENT LEARNING EXPECTATIONS</p> <p>GRADES K-4 (or beginning language skills)</p> <p>CUL.2.1. Identify the universal aspects (food, shelter, traditions, etc.) of culture common to all human beings.</p> <p>CUL.2.2. Discuss the evidences of universal aspects in different cultures, particularly in their communities, in Arkansas, and in the region.</p> <p>CUL.2.3. Recognize that behaviors may be unique to particular cultures.</p> <p>CUL.2.4. Observe, identify, and discuss simple patterns of behavior or interaction in various settings such as school, family, and community.</p> <p>CUL.2.5. Understand that social variables such as age and gender affect the way people speak and behave.</p> <p>CUL.2.6. Use appropriate forms of <i>nonverbal</i> communication, realizing that what is acceptable in one culture may be misunderstood in another.</p> <p>CUL.2.7. Examine the variety of <i>practices</i> and <i>products</i> within U.S. society which reflects its <i>dynamic perspectives</i>.</p> <p>CUL.2.8. Compare <i>practices</i> and <i>products</i> of the U.S. and <i>target cultures</i>.</p> <p>CUL.2.9. Recognize and understand the impact of geography on culture.</p> <p><u>Assessment Legend:</u> T: Teacher-made tests; PO: Portfolio; PR: Project; C: Checklist; O: Observation; PE: Performance; E: Exhibition; D: Demonstration; LJ: Log/Journal; W: Writing</p>	<ol style="list-style-type: none"> 1. T, PR, C, O, W 2. T, PO, PR, PE, D LJ, W 3. O, PE, E, D, W 4. T, PR, O, PE, D 5. PR, O, PE, D, W 6. PR, O, PE, D 7. T, PR, C, O, PE, D, W 8. T, PR, C, E, LJ, W 9. T, PR, C, E, D, LJ, W

<p>STRAND 3: CONNECTIONS</p> <p>CONTENT STANDARD Students will use languages other than their own to establish and expand connections with other areas of knowledge within and beyond the school setting.</p> <p>STUDENT LEARNING EXPECTATIONS GRADES K-4 (or beginning language skills)</p> <p>CON.3.1. Build upon their own knowledge of language and culture to learn another language.</p> <p>CON.3.2. Relate information studied in other disciplines to the learning of the <i>target language</i>.</p> <p>CON.3.3. Use <i>authentic</i> sources in the <i>target language</i> to access information.</p> <p>CON.3.4. Recognize the need to communicate in another language as members of the global society.</p> <p><u>Assessment Legend:</u> T: Teacher-made tests; PO: Portfolio; PR: Project; C: Checklist; O: Observation; PE: Performance; E: Exhibition; D: Demonstration; LJ: Log/Journal; W: Writing</p>	<p>Assessment Options and Possibilities</p> <p>1. T, PO, PR, C, PE, E, D</p> <p>2. T, PO, PR, C, PE, E, D</p> <p>3. T, PO, PR, C, PE, E</p> <p>4. T, PO, PR, C, O, PE, E, D, LJ, W</p>
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<p>STRAND 1: COMMUNICATION</p> <p>CONTENT STANDARD Students will communicate (listen, speak, read, write), observe, and demonstrate effectively in a variety of situations in languages other than their own.</p> <p>STUDENT LEARNING EXPECTATIONS GRADES 5-8 (or building language skills)</p> <p>COM.1.1. Use traditional tools (dictionaries, texts, visuals, periodicals, etc.) and technological tools (media, software, CDs, videos, tapes, videodiscs, TV, and radio) to develop and practice language structures and expressions.</p> <p>COM.1.2. Interact with native speakers and others who are <i>sympathetic</i> to learners of the <i>target language</i>.</p> <p>COM.1.3. Use <i>aural, visual, and contextual clues</i> to derive meaning from familiar information in unfamiliar settings.</p> <p>COM.1.4. Comprehend and respond to <i>authentic</i> communication.</p> <p>COM.1.5. <i>Synthesize</i> familiar material by creating <i>original compositions</i>.</p> <p>COM.1.6. Initiate and sustain conversation by combining and recombining familiar material.</p> <p>COM.1.7. Engage in extensive reading of literary selections to identify main ideas and to predict outcomes.</p> <p>COM.1.8. Analyze similarities and differences of <i>structures</i> and usage of the language studied and their own language.</p> <p><u>Assessment Legend:</u> T: Teacher-made tests; PO: Portfolio; PR: Project; C: Checklist; O: Observation; PE: Performance; E: exhibition; D: Demonstration; LJ: Log/Journal; W: Writing</p>	<p>Assessment Options and Possibilities</p> <ol style="list-style-type: none"> 1. PO, PR, PE, D 2. O, PE, E, D 3. T, PR, C, E, D 4. PR, C, O, PE, 5. T, PO, PR, LJ, W 6. O, PE, D 7. T, LJ, W 8. PR, E, D
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<p>STRAND 2: CULTURES</p> <p>CONTENT STANDARD</p> <p>Students will acquire knowledge to demonstrate understanding of cultural perspectives other than their own.</p> <p>STUDENT LEARNING EXPECTATIONS</p> <p>GRADES 5-8 (or building language skills)</p> <p>CUL.2.1. Examine the contributions and importance of varied cultural groups within and beyond their own communities.</p> <p>CUL.2.2. Compare and contrast similarities and differences in cultural practices among same language cultures.</p> <p>CUL.2.3. Investigate the visual and performing arts, including folk arts, in the various countries of the <i>target language</i>.</p> <p>CUL.2.4. Exhibit knowledge of the economic, political, geographic, and social systems of <i>target</i> countries effects on <i>perspectives, practices, and products</i>.</p> <p>CUL.2.5. Interpret the cultural impact of <i>target languages</i> on their own languages, including common words, phrases, and idioms.</p> <p>Assessment Legend: T: Teacher-made tests; PO: Portfolio; PR: Project; C: Checklist; O: Observation; PE: Performance; E: Exhibition; D: Demonstration; LJ: Log/Journal; W: Writing</p>	<p>Assessment Options and Possibilities</p> <ol style="list-style-type: none"> 1. PR, O, E, D, LJ 2. T, PR, C, O, E, W 3. PO, PR, PE, E, D, W 4. T, PR, C, O, D, LJ, W 5. T, PR, C, LJ, W
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<p>STRAND 3: CONNECTIONS</p> <p>CONTENT STANDARD</p> <p>Students will use languages other than their own to establish and expand connections with other areas of knowledge within and beyond the school setting.</p> <p>STUDENT LEARNING EXPECTATIONS</p> <p>GRADES 5-8 (or building language skills)</p> <p>CON.3.1. Apply knowledge and skills from the <i>target language</i> to other disciplines.</p> <p>CON.3.2. Analyze knowledge and skills from other disciplines and incorporate them into the <i>target language</i>.</p> <p>CON.3.3. Explore the advantages of communicating in another language and the opportunities they afford.</p> <p>CON.3.4. Compare and contrast traditions of <i>target cultures</i> with practices in their own communities.</p> <p>CON.3.5. Establish and use a network of available <i>authentic</i> community resources.</p> <p>Assessment Legend: T: Teacher-made tests; PO: Portfolio; PR: Project; C: Checklist; O: Observation; PE: Performance; E: Exhibition; D: Demonstration; LJ: Log/Journal; W: Writing</p>	<p>Assessment Options and Possibilities</p> <ol style="list-style-type: none"> 1. PO, PR, O, PE, D 2. T, C, LJ, W 3. PR, D, W 4. PR, O, PE, E, D, LJ 5. PR, C, D
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<p>STRAND 1: COMMUNICATION</p> <p>CONTENT STANDARD Students will communicate (listen, speak, read, write), observe, and demonstrate effectively in a variety of situations in languages other than their own.</p> <p>STUDENT LEARNING EXPECTATIONS GRADES 9-12 (or upper level)</p> <p>COM.1.1. Use basic <i>syntactic</i> patterns of speech effectively.</p> <p>COM.1.2. Examine and analyze main ideas and details of text during sustained reading on a variety of topics.</p> <p>COM.1.3. Analyze, critique, and respond to speech in such contexts as interviews, short lectures on familiar topics, news items, and reports using native speakers and technological sources.</p> <p>COM.1.4. Compare and contrast events in present, past, and future, using appropriate tenses and moods.</p> <p>COM.1.5. Initiate, sustain, and bring to closure a wide variety of communicative tasks (conversing, questioning, lecturing, debating, writing, reporting, etc.).</p> <p>COM.1.6. Use reading strategies to derive meaning from and analyze a variety of texts (literary selections, newspaper articles, personal and business correspondences, technical materials, etc.).</p> <p>COM.1.7. Employ the writing process including peer editing.</p> <p>COM.1.8. Employ the writing process (pre-writing, drafting, revision, editing, and proofreading) for both directed and original compositions.</p> <p>COM.1.9. <i>Synthesize</i> data from printed materials, technological resources, and audio visual materials.</p> <p>COM.1.10. Take notes and <i>synthesize</i> information from oral and written discourse dealing with familiar topics.</p> <p>COM.1.11. Evaluate and select appropriate technological tools to complete a variety of <i>communicative</i> tasks.</p> <p><u>Assessment Legend:</u> T: Teacher-made tests; PO: Portfolio; PR: Project; C: Checklist; O: Observation; PE: Performance; E: Exhibition; D: Demonstration; LJ: Log/Journal; W: Writing</p>	<p>Assessment Options and Possibilities</p> <ol style="list-style-type: none"> 1. O, PE, D 2. O, PE, D 3. O, PE, E 4. PO, O, PE, E, D, LJ, W 5. O, PE, E, D 6. T, PO, PR, O, PE, W 7. O, PE, E 8. T, PO, PR, PE, E, LJ, W 9. T, PO, PR, O, PE, W 10. O, PE, LJ, W 11. C, O, PE, D
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<p>STRAND 2: CULTURES</p> <p>CONTENT STANDARD</p> <p>Students will acquire knowledge to demonstrate understanding of cultural perspectives other than their own.</p> <p>STUDENT LEARNING EXPECTATIONS</p> <p>GRADES 9-12 (or upper level)</p>	<p>CUL.2.1. Compare and contrast the cultural aspects common to all humanity while recognizing the uniqueness of each individual.</p> <p>CUL.2.2. Apply appropriate language and behaviors that are common to the <i>target culture</i> in <i>authentic</i> situations.</p> <p>CUL.2.3. Analyze the contributions of <i>perspectives, practices, and products</i> of the <i>target culture</i> on its language.</p> <p>CUL.2.4. Assess the effects of the <i>target culture's</i> contributions on other societies.</p> <p>CUL.2.5. Analyze the social and geographic factors that affect cultural practices.</p> <p>CUL.2.6. Assess contributions of ethnic and cultural groups within <i>target</i> countries.</p> <p>CUL.2.7. Critique the expressive and artistic forms of the <i>target culture</i> (plays, lectures, art exhibits, films, etc.).</p> <p>CUL.2.8. Examine basic themes of the <i>target culture</i> reflected in its folklore and myths.</p> <p><u>Assessment Legend:</u> T: Teacher-made tests; PO: Portfolio; PR: Project; C: Checklist; O: Observation; PE: Performance; E: Exhibition; D: Demonstration; LJ: Log/Journal; W: Writing</p>	<p>Assessment Options and Possibilities</p> <ol style="list-style-type: none"> 1. O, PE, E, D 2. O, PE, E, D 3. O, PE, D 4. T, PO, PR, C, O, PE, E, D, LJ, W 5. LJ, W 6. PO, PR, E, LJ, W 7. PO, O, PE, E, LJ, W 8. PO, PR, LJ, W
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<p>STRAND 3: CONNECTIONS</p> <p>CONTENT STANDARD</p> <p>Students will use languages other than their own to establish and expand connections with other areas of knowledge within and beyond the school setting.</p> <p>STUDENT LEARNING EXPECTATIONS</p> <p>GRADES 9-12 (or upper level)</p> <p>CON.3.1. Interact appropriately in the <i>target language</i> in real-life situations.</p> <p>CON.3.2. Compare and contrast the influence of the <i>target language</i> on other languages, cultures, and disciplines.</p> <p>CON.3.3. Maintain connections with the <i>target culture</i> through the use of technology, media, and authentic sources.</p> <p>CON.3.4. Use <i>authentic</i> resources to analyze the role of the United States in the world as viewed by other cultures.</p> <p>CON.3.5. Analyze the interdependence that exists between their own cultures and the world.</p> <p>CON.3.6. Collaborate with <i>target language</i> speakers in the community to <i>synthesize</i> information for use in other disciplines.</p> <p>CON.3.7. <i>Synthesize</i> information and skills common to the language classroom and other disciplines and apply them within and beyond the school setting.</p> <p><u>Assessment Legend:</u> T: Teacher-made tests; PO: Portfolio; PR: Project; C: Checklist; O: Observation; PE: Performance; E: Exhibition; D: Demonstration; LJ: Log/Journal; W: Writing</p>	<p>Assessment Options and Possibilities</p> <ol style="list-style-type: none"> 1. O, PE, E, D 2. C, O, E, D 3. PO, PR, PE, LJ, W 4. PR, C, O, PE, LJ, W 5. PR, E, D, LJ, W 6. PR, O, PE, E, LJ, W 7. T, PO, PR, C, O, PE, E, D, LJ, W
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GLOSSARY

Appropriate gestures: Suitable for a particular culture or language.

Aural/visual/contextual clues: Auditorily/visually perceived linguistic and situational cues which aid the derivation of meaning. **Authentic:** That which originates in the same language and culture as that being studied or taught.

Communicative: Pertaining to the ability to understand and produce comprehensible messages suitable to a language and culture. **Dynamic:** Characterized by continuous change, activity, or progress.

Nonverbal: Not associated with words but using only gestures, sounds, facial expression, etc.

Original composition: Narratives, dialogues, descriptions, letters, poetry, essays, videos, cassettes, dramatic plays, songs created by the learner.

Perspectives: Interpretations of a culture as generally articulated by native speakers of that society or as inferred in its documents.

Practices: Patterns of behavior accepted by a society and dealing with aspects of culture such as rites of passage, use of forms of discourse, and the use of space.

Process: A system of operations in the production of something.

Products: Things produced by human or mechanical effort or by a natural process.

Structures: Components of the language which include grammar and syntax.

Sympathetic (person): One who demonstrates understanding of different levels of language skills.

Syntactic: The way words and phrases are put together in a target language.

Synthesize: Put together ideas into a new or unique product or plan.

Target culture: Society represented by native speakers of the target languages studied.

Target language: The foreign language elected by the learner.

LEARNING SCENARIOS

Grades K-4 (or beginning language skills)

STRAND 1: COMMUNICATION

Content Standard: Students will communicate (listen, speak, read, write), observe, and demonstrate effectively in a variety of situations in languages other than their own.

Learning Scenario- "Let's Take a Trip"

As part of the social studies curriculum, students study other countries and cultures. The beginning level language students explore Latin America by planning imaginary trips to the various countries of Central and South America. Students are given opportunities to research the countries using the media center, public library, Internet, etc. Students use Spanish to review vocabulary needed to "travel" in the country visited.

Students will:

- ▶ practice travel expressions (transportation, directions, etc.) in the target language
- ▶ create travel brochures
- ▶ prepare itineraries
- ▶ secure passports (student-made)
- ▶ convert money
- ▶ order and pay for food
- ▶ act as travel agents to promote their countries using the target language in a culminating presentation
- ▶ produce a portfolio to include the above activities and to be used as a reference tool

This scenario reinforces the Communication, Cultures, and Connections Strands and is adaptable to all languages. Students use their knowledge from other disciplines to expand their understanding of cultural perspectives.

STRAND 2: CULTURES

Content Standard: Students will acquire knowledge to demonstrate understanding of cultural perspectives other than their own.

Learning Scenario- "Day of the Dead"

In a beginning level classroom, students experience different holidays of the target language. As they anticipate Halloween in the U.S., students learn about the Day of the Dead traditions.

Students will:

- ▶ communicate using the target language to learn vocabulary (body parts, months of the year, days of the week, numbers) and expressions

related to the holiday.

- ▶ draw a skeleton and label the parts of the body.
- ▶ compare Halloween customs to Day of the Dead customs.
- ▶ view a video of Day of the Dead and discuss the history of the holiday.
- ▶ reinforce vocabulary through use of pictures, flash cards, song, and Bingo.
- ▶ listen to and question a native speaker who visits the class to talk about the holiday (target and own languages).
- ▶ practice metric conversions for an authentic recipe ("mole" or "pan de muerto").
- ▶ participate in a Day of the Dead festival where they create and present a skit or puppet show using skeletons, prepare and taste "mole" or "pan de muerto," etc.

This scenario reinforces the Strands of Communication, Cultures, and Connections. Other languages may study culturally-appropriate holidays using similar activities.

STRAND 3: CONNECTIONS

Content Standard: Students will use languages other than their own to establish and expand connections with other areas of knowledge within and beyond the school setting.

Learning Scenario- "Rain Forest"

As part of an interdisciplinary unit to understand the need to preserve the rain forest, student teams create a rain forest in the classroom. Students will learn target language words for animals, vegetation, climates, and personal needs (i.e., I am hungry, cold, hot, etc.). Students hear a story in the target language about life in the rain forest. The teacher questions students about parts of a story to reinforce words. Students view videos and reinforce learning by researching animals and products of the rain forest. Student teams prepare art projects, games, and skits to culminate discussions and research.

Student teams will:

- ▶ research animals, write and present reports, and make animal masks.
- ▶ discuss ecology, rain forest preservation, products, and the need for protection of the forests.
- ▶ build a rain forest terrarium, paint a wall mural of a rain forest, or present a skit or flannel board in the target language representing what they have learned.

This scenario reinforces the standards of all three language Strands and can be adapted to all languages. Students with varying learning styles can be successful because a various techniques are used (i.e., listening, creating artwork, storytelling, conversing, researching).

LEARNING SCENARIOS

Grades 5-8 (or building language skills)

STRAND 1: COMMUNICATION

Content Standard: Students will communicate (listen, speak, read, write), observe, and demonstrate effectively in a variety of situations in languages other than their own.

Learning Scenario- "Literary Works and Authors"

As a class reading project, students will study various forms of literature from the target language. They will also study aspects of culture that will enhance their understanding of the literary works and their authors. The literary forms can include periodicals, newspapers, cartoons, essays, short stories, and linguistically-adapted novels.

Students will:

- ▶ locate the author's home on a large classroom map.
- ▶ in groups of two or three, research the geography, economics, and politics of each author's country, and report their findings to the class in the target language.
- ▶ keep the information in their reading log of each group's report.
- ▶ read works as a class and in cooperative groups.
- ▶ in the target language, discuss works as a class. Compare them and express likes and dislikes.
- ▶ keep a reading log of main ideas, similarities, and differences in structure and usage with other authors, common themes, predicted outcomes, opinions, and effects of pre-study information on the literary work.

Students choose two works to compare and contrast. They will use the writing process to write an original composition in the target language. This composition may be in any of the literary forms studied during the project.

STRAND 1: COMMUNICATION

Content Standard: Students will communicate (listen, speak, read, write), observe, and demonstrate effectively in a variety of situations in languages other than their own.

Learning Scenario- "Review"

Students combine and recombine familiar materials to converse in the target language.

Teacher writes topics of study (sports, clothing, foods, etc.) on cards and lays the cards face-down on a table in the middle of the classroom.

Students will:

- ▶ review vocabulary terms as a class.
 - ▶ in groups of two select a card and converse about that topic using vocabulary and skills such as circumlocuting to be successful.
- This is a learning scenario designed to be a review activity.

STRAND 1: COMMUNICATION

Content Standard: Students will communicate (read, speak, read, and write), observe, and demonstrate effectively in a variety of situations in languages other than their own.

Learning Scenario-"Poster Project"

This scenario provides students the opportunity to practice vocabulary, structure, and syntax in the target language and encourages them to become successful communicators. The scenario makes connections with other disciplines in the school setting and lends itself to cooperative learning.

Students will:

- ▶ select their own cooperative learning groups.
- ▶ use the target language to brainstorm possible designs for a poster.
- ▶ decide on a design and then construct it by gluing geometric shapes of various colors and sizes on poster board.
- ▶ in cooperative groups, present the finished product in class by using the target language to describe the design and tell about its construction.

The students and teacher will use a rubric with a common rating scale to independently evaluate the group presentations.

For an extension activity, each student will write a story in the target language about his or her personal experience in working on this scenario.

STRAND 2: CULTURES

Content Standard: Students will acquire knowledge to demonstrate understanding of cultural perspectives other than their own.

Learning Scenario-"Social Issues"

Students will compare and contrast a current issue from their own culture to that of the target culture through cooperative learning groups and presentations. Students should use traditional and technological tools to research their issues.

In cooperative groups students will:

- ▶ select a current issue (gun control, drunk driving, smoking, etc.).
- ▶ research the issue using current resources from the target language (newspapers, Internet, magazines, etc.).
- ▶ in the target language discuss findings.
- ▶ choose form of presentation (drama, interview-like "Face the Nation," commercial, computer generated presentation, video, etc.).
- ▶ use the writing process to produce scripts in the target language defining key words and phrases.
- ▶ present their projects to the class.

Students and teacher will use a common rubric to evaluate each performance.

STRAND 2: CULTURES

Content Standard: Students will acquire knowledge to demonstrate understanding of cultural perspectives other than their own.

Learning Scenario- "Historical Reenactment"

Students use the target language to reenact an historical event or cultural tradition for younger language learners or for students in other disciplines.

Students will:

- ▶ discuss various historical events (famous battles, speeches, discoveries, deaths, births, etc.) or cultural traditions (festivals, holidays, etc.) as a class.
- ▶ form cooperative groups and decide which event or tradition will be reenacted.
- ▶ research in more depth, accessing information from two or more sources.
- ▶ decide what props and costuming will be needed.
- ▶ use the writing process to compose scripts for reenactment.
- ▶ practice parts and prepare costuming and props.
- ▶ reenact.

The teacher will have a checklist of all elements of the project. As students correctly complete each task, the teacher will mark it as such.
**Another version of this learning scenario could be used to stress the Connections Strand. Use this same process, but compare and contrast the events or traditions of the target language with that of their own. Demonstrations of this project could be very enlightening for the community.

STRAND 3: CONNECTIONS

Content Standard: Students will use languages other than their own to establish and expand connections with other areas of knowledge within and beyond the school setting.

Learning Scenario- "Measurement and Application"

Students use math for metric conversions to prepare a recipe from the target country, to share with members of their math class.

Students will:

- ▶ discuss culinary differences and similarities as a class.
- ▶ review the metric system from math class.
- ▶ divide into groups of two according to common math class periods.
- ▶ read recipes from various target language countries.
- ▶ choose a recipe to prepare.
- ▶ convert the metric measurements into standard measurements.
- ▶ translate the recipe into their own language. (This will enable students to share the translated recipe with math classmates.)
- ▶ prepare the recipes at home.
- ▶ share recipes and food with math class.

Foreign language teacher will check to see that translation is correct. Math teachers will check that measurement conversions are correct.

STRAND 3: CONNECTIONS

Learning Scenarios- "Poetry"

Content Standard: Students will use languages other than their own to establish and expand connections with other areas of knowledge within and beyond the school setting.

This scenario illustrates how poetry can serve as the basis for an interdisciplinary lesson. It encourages students to become successful readers, writers, and thinkers in the target language because it provides the opportunity for them to apply knowledge, skills, and strategies from their language arts classes. The scenario also gives students the opportunity to respond to literature through artwork.

- ▶ The classroom teacher will select an appropriate poem in the target language and introduce it to the students through whole group instruction. ("Luz y Agua" by Juan Ramon Jimenez, "Il Pleut Dans Mon Cœur" by Arthur Rimbaud, etc.)
- ▶ The teacher will help the students to interpret the poem by guiding them through an analysis of the literary work. (Prior knowledge of key vocabulary words and poetic devices such as metaphor, simile, personification, etc. empowers the students to interpret the poem independently.)
- ▶ The students will respond by creating a picture that is based on the images in the poem and by writing one or more sentences in the target language to reflect the theme and tone of the poem.

The teacher will display the art work in the classroom.

LEARNING SCENARIOS

Grades 9-12 (or upper level)

STRAND 1: COMMUNICATION

Content Standard: Students will communicate (listen, speak, read, write), observe, and demonstrate effectively in a variety of situations in languages other than their own.

Learning Scenario- "Whodunit"

Students will create and take part in a mystery story to be presented to the class in the target language.

- ▶ The students are divided into small groups and instructed to create their own mystery story idea (murder, theft, or kidnapping).
- ▶ Each group comes to a consensus about the crime scene (where and when), the weapon, and other relevant facts and will organize them on a poster for use in presenting the mystery to the class.
- ▶ The group determines what relationships may exist among the characters and makes name tags to identify the role of each group member. Each character will determine his/her own alibi and personality traits. Students may want to put this information on a note card in the target language.
- ▶ Some of the "not guilty" characters should have possible motives and questionable actions or statements.
- ▶ After groups present their mysteries to the class using their posters to explain the relevant details of the crime and to introduce the

characters, members of the class will ask questions to try to determine "whodunit."

- ▶ After ten minutes of questioning, the teacher asks for a vote to determine the guilty party, asking students to defend their choice.
- ▶ Finally the guilty character must step forward and proclaim his/her guilt and explain the motive for the crime. Special recognition is given to those students who figured out "whodunit."

STRAND 1: COMMUNICATION

Content Standard: Students will communicate (listen, speak, read, write), observe, and demonstrate effectively in a variety of situations in languages other than their own.

Learning Scenario: "My City Is Your City"

Working cooperatively, students create a brochure of their city showing the target language influence.

- ▶ Divide class into groups to create a brochure to help visitors learn about the students' city.
- ▶ In groups, students discuss items and points of interest about the city.
- ▶ Students trace the target language's influence on their city.
- ▶ Students write short descriptive paragraphs about each point of interest.
- ▶ Students take photos of points of interest and illustrate (maps, diagrams) the target language's influences.
- ▶ Each group produces a brochure using the written description, photos, and illustrations.

Groups present the brochures for critique and evaluation. Copies of each brochure are placed in local hotels for target language guests.

STRAND 2 : CULTURES

Content Standard: Students will acquire knowledge to demonstrate understanding of cultural perspectives other than their own.

Learning Scenario: "Spanish Art Exhibit"

Students will broaden their knowledge of Spanish art by identifying the painters, the individual paintings, and those influences found in their works.

- ▶ Students will be introduced to the artists and their works.
 - ▶ Students will learn about the influences found in the works.
 - ▶ Each student will choose a particular artist and one of that artist's works and then prepare a presentation in the target language to explain to the other students all of the specific details (influences) related to the particular painting.
 - ▶ The instructor will videotape each student's presentation.
- The students and instructor will watch the videotape as an assessment to critique each student's presentation in the "art show."

STRAND 3: CONNECTIONS

Content Standard: Students will use languages other than their own to establish and expand connections with other areas of knowledge

within and beyond the school setting.

Learning Scenario: "Couverture Francaise"

Students in level two French work cooperatively with students in other disciplines (art, clothing and design) to research, design, and create a quilt. This scenario is adaptable to any language or level; all cultures engage in some forms of craft making.

- ▶ French students in groups research and decide in the target language on historical people, places, and things to be used.
 - ▶ French students will write a description about each person, place, or thing selected.
 - ▶ French students discuss and select an idea for design.
 - ▶ French students disseminate information to students in the other disciplines in both French and English.
 - ▶ Art students create a design based on information shared from French and acquired through their Art History objective, transferring the design into a pattern.
 - ▶ Clothing and design students use the pattern designed by art students to select appropriate fabric.
 - ▶ Clothing and design students construct the quilt using local resource people to assist in the process of quilt making.
- After completing the activity, students from all disciplines involved host a reception honoring local resource people in an exhibition of the quilt; in that manner, students and community learn through sharing and transferring information acquired from this activity.

STRAND 3: CONNECTIONS

Content Standard: Students will use languages other than their own to establish and expand connections with other areas of knowledge within and beyond the school setting.

Learning Scenario: "Get a Job"

Collaborating with career education and/or business teachers as a resource, students will prepare for and participate in videotaped, mock job interviews in the target language.

- ▶ Students read about jobs in classified ads in newspapers or other printed materials in the target language.
- ▶ Students research a future career interest using target language encyclopedias, Internet, or first language materials (if only source available).
- ▶ Members of the local business community (ideally, those who use the target language or work with people who do) visit the foreign language class and discuss:
 - a. the connections between their companies and their target culture;
 - b. the nuances of conducting business with people from the target culture; and
 - c. the qualities they seek in future employees.
- ▶ Students brainstorm qualities an employer would want in their particular career, and they search for connections between this career and the target culture (again, using the target language materials, if possible).
- ▶ Students work in groups to produce possible questions an employer might ask during an interview in the target language.
- ▶ Students participate in an audio-taped mock interview with an employer in the field of their choice. Ideally, the role of the employer should be played by a native speaker and/or the teacher.

- Each student then writes a reflection journal (in the target language) about the interview evaluating his/her strengths and weaknesses. The teacher and/or native speaker give(s) feedback on the student's journal. The audio-taped interview and the reflection are included in the student's portfolio.

The following scenarios are samples adapted from the national foreign language standards document, Standards for Foreign Language Learning: Preparing for the 21st Century. The scenarios have been collected from teachers throughout the country and reflect a wide variety of languages, geographic locations, and school settings. The scenarios should be considered illustrative examples of teaching and learning which incorporate the standards.

Butterflies

Students at Sanchez Elementary School are fascinated by the yearly migration of butterflies. Their interest is channeled into an expansive interdisciplinary learning project. The art teacher helps them make butterflies from origami and tissue paper. In language arts, students are doing research and writing a report on the butterfly. Social studies classes are coloring maps showing the flight path of the monarch butterfly, while math teachers are constructing butterfly shapes to study symmetry. Students in science are learning about the life cycle of a butterfly. Even in health and physical education, the coach is teaching his students how to do the butterfly stroke and how to use a butterfly bandage. Senorita R. teaches her students the names of the various parts of the butterfly in Spanish using the samples provided by the art teacher. Students point to the different colors as she calls them out in the target language. Students may also show and tell about their butterflies using familiar adjectives to describe them and identifying the six stages of their life cycle. Working in pairs, students use the cardinal numbers to trace the migration of the monarch butterfly on a map, as well as to provide information regarding shape, color, size, and symmetry. Working in cooperative groups, students are asked to compose a verse about the butterfly. The project culminates with a field trip to a local museum of natural science to observe butterflies in their natural habitat.

Reflection: This is an example of an integrated curriculum in which each subject seeks to provide learning opportunities for students around a common theme. The learning throughout the day is then reinforced for students, not only through different disciplines, but also through different learning modalities. This interdisciplinary aspect is particularly pertinent to language learning so that students make connections among the disciplines and see an immediate use and application for the other language. This approach is most easily accomplished in the elementary school setting, but it can be used effectively at the middle and high schools with appropriate planning.

Chinese Calendar

In Ms. Chen-Lin's Chinese class in West Hartford, CT, eighth graders are learning about the Chinese calendar. Students listen to the folkloric tale of how the years got their names, which the teacher explains by using story cards. The students then use artistic expression to recall the details of the story by making posters that announce the race of the twelve animals in the story. They are encouraged to include on their poster the date, time, location, and prize in Chinese. On the next day, the class explores the importance of a calendar in the students' own culture and in others. The students discuss the differences found in the Chinese and American calendars.

They then make a calendar using Chinese characters to be used in their homes. They include birthdays, family celebrations, school activities, and other special events.

Reflection: In this activity the students understand the calendar explanation more easily because the teacher accompanies the explanation with visuals. The use of artistic expression to check for their understanding allows students with various learning styles to be successful in showing what they understood from the story. The follow-up discussion helps students reflect on the importance of a calendar within a culture and the role that the calendar plays in American culture.

Community Project

As a part of a larger school-wide community service project, students at Forest Park Middle School discussed the ways that foreign visitors could be made comfortable in a new community, welcomed by merchants, and encouraged to use municipal services. They concluded that making signs in various languages would demonstrate a community's invitation to visitors to use the services. An eighth grade Spanish class chose the public library as the venue for their work. Working in pairs, partners assembled a list of vocabulary words and then made a directory of places and references where certain items could be found in the library. In addition, they prepared a list of useful expressions that are applicable to library users. Partners then compared and contrasted their individual lists and reported to the whole class; after a brainstorming session, students produced a final list of relevant vocabulary and phrases. The project culminated in the creation of brochures and posters to illustrate useful expressions and designate sections of the library. Finished posters were first displayed in the school building during Foreign Language Week, before being permanently installed in the community library. Spanish brochures were made available to visitors at the reference desk.

Reflection: This activity is an example of student use of the language beyond the school setting. Assisting students in identifying and implementing community activities in which they use the language makes the learning relevant to students and helps them envision how they may be able to use the language in their personal lives in the future. Making the directory and signs for the public library would involve students' attention to the language system as any public signs should contain correct spelling and should accurately reflect how language structures are "telescoped." Students would also need to show attention to the cultures reflected in the communities so that appropriate vocabulary would be used.

Community Service Project

Members of the Spanish Club at Sanchez High School undertake the clean-up of the old Spanish cemetery a few blocks from the school as their community project. On their first day at the cemetery, they are amazed at the names, birth and death dates, epitaphs, and other information inscribed on the tombstones. The history teacher becomes involved by having her students trace the historical background of some of the names inscribed on the tombstones. The art teacher has her students prepare pencil drawings of the cemetery and create "charcoal shadings/impressions" of interesting tombstones. Students from Spanish classes interview community members in the foreign language to obtain a historical perspective. They also read and study about the Day of the Dead (*El Día de los Muertos*). They follow class discussions of ancient and modern death rituals in Spanish-speaking countries with further study of the verbs "to die" and "to be born," and the numbers up to 1000.

Reflection: This is an example of students' use of the language beyond the school setting in an activity that expands the knowledge of the students and benefits the community. The cultural and linguistic elements of the activity ensure that students are enhancing their

knowledge in both of these areas. Students may need to use dictionaries to translate some of the epitaphs written in the target language. Class discussion will include the most effective use of foreign language dictionaries and the linguistic issues involved in literal translations. This project may be easily expanded by comparing the information about the culture with death-rituals and practices in various communities in the United States.

Cultural Observation

In trying to help students understand the similarities and differences between German and American cultures, students in Fresno are asked by their teacher to view a series of ten slides depicting cultural diversity in Germany. The students study each slide for one minute and note what they see. In groups, the students discuss their observations and each group then reveals three observations to the whole class. They view the slides a second time and their teacher relates to the class the exact nature of each picture. The students then reevaluate their original observations and talk about the varied attitudes found in their own and in German culture. The teacher then asks the students to keep a journal over the next two-week period in which they jot down various observations about cultural diversity within either the German or U. S. culture. The students are also asked to draw a political cartoon which illustrates the misunderstandings between two cultures.

Reflection: This type of activity could be used to discuss a variety of topics, such as how people live, dietary habits, dress, and expressive art forms from the culture studied. It could be done with students from elementary school, middle school, or high school with varying degrees of sophistication depending on the developmental level of the students. The final part of the activity, drawing the political cartoon, brings students' higher level thinking skills into play as they must synthesize the activity into a humorous setting.

Diego Rivera

The cultural focus of the fourth grade Spanish class at Perkins Elementary School is Mexico. Prior to Diego Rivera's birthday, the class begins its unit based on the book *Diego* by Jan Winters. The teacher uses props and pictures to introduce unfamiliar vocabulary. Total physical response (TPR), active listening, and question/answer activities are used to practice new vocabulary. Students use a map of Mexico to lead into the setting of the story. Students participate in a pair activity in which they instruct their partners, using a map and a toy airplane, to travel to the areas within Mexico that are important to the story and to understand the general orientation of those areas within the country. The teacher reads the story to the students several times. They illustrate and label selected scenes from the book, orally tell the story in sequence, and participate in time line and story mapping activities after the readings. The teacher shares with the students many examples of Diego Rivera's works. In small groups, they talk about what they like and do not like about the paintings, and they make lists of the topics depicted in the murals. The students create a mural with the art teacher based on the time line of Diego Rivera's life that reflects the sequence of their own lives. The foreign language teacher facilitates the writing of a language experience story about the mural.

Reflection: The basis for this activity is a work of children's literature based on the life of Diego Rivera. The techniques used by the teacher help students in an elementary FLES (Foreign Language in Elementary School) program to understand the story. Learners make a connection between the artist's life and medium (murals) with their own life. Once again, the element of culture undergirds the context for this activity.

Dinosaurs

Kindergartners at Rockbridge Elementary School are learning about dinosaurs with the typical fascination that the subject holds for young

students. To complement their study of this topic, their teacher develops an activity for their FLES Spanish class with the cooperation of the art teacher. The students use construction paper to create a "Jurassic Mountain" in the classroom. They learn the Spanish words for tree, mountain, and other elements of their newly created environment. However, the teacher and students realize that something is missing: the dinosaurs. Students are asked to bring dinosaurs to school, and on the next day their "Jurassic Mountain" and two other tables are covered with dinosaurs. After learning the vocabulary in Spanish, the student identify and describe the dinosaurs and classify them by size, color, and other characteristics (gentle, fierce, etc.). Students then make brightly colored papier-mache dinosaurs as well as dioramas reflecting the appropriate habitat for their dinosaurs. At the end of the week, twenty-one diverse dinosaur dioramas are ready to share with the school community.

Reflection: This scenario could occur in any language with beginners at any grade level. The content would depend on the setting. The scenario might be played out using such topics as mythical figures, medieval artisan shops, or signs of the Chinese calendar in cooperation with teachers from various disciplines. The curricular weave is highlighted in the classification aspect of the activity in which students use critical thinking skills to organize and classify the dinosaurs.

Fairy Tales

Each student in the Spanish III class at Shiloh High School reads a fairy tale from the target language culture to gather information and learn the vocabulary used in this type of story. After researching the vocabulary and studying the grammatical structures, students select the information that best expresses the principal ideas and themes of the story. Students summarize this information in phrases to demonstrate an understanding of the material. Then key verbs from the story are used in sentences, and students analyze the story in the target language. They discuss physical appearance, intellectual traits, cultural practices and perspectives, and notable characteristics of the characters. They also talk about the characters' contributions to the story, the principal and secondary themes, and the climax of the story. In pairs or small groups, students select two stories to combine to create one new story. To write the new fairy tale, students discuss the characters and their function in the new story, organize the characters to fit the new theme and plot, evaluate the new situations, and provide solutions to problems and conflicts. Upon completion, each new story is then presented orally through dramatizations. Students use puppets, marionettes, or a felt board for story telling. The written story is presented in the form of a pop-up book where each page has three-dimensional illustrations and a text for narration. Each new story is videotaped for enjoyment and error correction. The written and videotaped versions of the fairy tales are kept as a part of the classroom library.

Reflection: In this activity, students focus on the language structures and vocabulary within the authentic cultural context of a fairy tale. The process of putting the characters and themes into a new story involves the use of higher level thinking skills. The presentation aspect is a good vehicle for student expression in the target language. The students also focus as a group on error correction by pointing out common errors made on the tapes. This might be appropriately done before the final version is filmed or taped.

Film

Viewing a film in another language is an effective way to expose students to native speakers and to provide them with an opportunity to see how people live and react to the world they inhabit. *IndoChine*, a French film which takes place in Indochina in the early 1920s to 1950s, is the story of a French rubber plantation owner, her family, and how French colonialism, communism, and other social and political events completely changed their lives. Before viewing the film, French III and IV classes at Meadowcreek High School briefly discussed the status and events of Indochina during the time depicted in the film. It was important to establish the history and context of France's involvement and colonial experience in Indochina. The film, 2½ hours long, was divided into forty-minute segments, so that a discussion could occur after each segment. After the film, students wrote a "response to literature" essay, in which they summarized their personal reaction to the film, its themes, and what new information and perspectives they had gained.

Reflection: Viewing a full-length feature film can be daunting to language learners. In this example, the teacher has effectively divided the film into smaller segments with a discussion following each part. By setting the stage with the necessary background information, the teacher prepares the students to comprehend the film effectively. Students gain a level of confidence about functioning within a culture other than their own when their classroom learning experiences include activities such as this one.

Geography

In many school districts, third graders study other countries and cultures in social studies. By third grade, students understand the concepts of countries and continents. They know that many cultures are represented in the United States, and they are beginning to explore the diversity of the peoples of the world. Classroom teachers may choose to study a country in Asia or Africa as a part of the third grade social studies program. The language teacher can then present information about these world regions in the language class. For example, third graders studying Spanish at Nubuc Elementary School are also studying about the country of Ghana. Even though Ghana is not a Spanish-speaking country, students use Spanish to review world geography and locate Ghana on the African continent. The language teacher reinforces concepts already presented in social studies by teaching the vocabulary for the products, languages, animals, weather, geography, etc., of the country. Because Ghana is a country near the equator, and many Spanish-speaking people also live in equatorial countries, the vocabulary and concepts learned about Africa reinforce information already presented about the target culture. After being asked to brainstorm the similarities and differences among a community in Ghana, a Spanish-speaking community, and their local community, the students then will use Spanish to write several paragraphs or develop projects about Ghana which depict these similarities and differences. The language class includes students who speak Spanish as a first language. These students are able to enrich the authenticity of the language experience by adding their insights about the local Spanish-speaking community.

Reflection: This scenario relates what students learn in other disciplines and what they know about the culture of the language studied to their own life experiences. The fact that native speakers of Spanish are in the class allows the teacher to vary the assignment in order to challenge students. Other topics which might be addressed in this way include schooling, professions, and political systems. The use of a Venn diagram to help students visualize the organization of the similarities and differences among the communities would encourage these young students to use high level thinking skills in organizing their writing. By including Ghana, the Spanish-speaking community, and the local community in the discussion, the students are developing a multicultural perspective that can be applied to other settings.

Guest Speaker

Second year French students at Central High School listen to Monsieur Mensah, a substitute teacher in the school, describe his country, Togo, and its customs in the target language. Each student asks him two questions in French about a topic of particular interest to him/her. The visit is a success for both the visitor and the students. The students learn the story of Togo, its importance in African history, and that it is the second-ranked African country in attracting tourists. M. Mensah explains the importance of French in his country, why he speaks it and that his parents do not, and what opportunities speaking French has presented to him. The students then prepare a resume of what they have learned from M. Mensah in either cassette or written essay form. As a follow up, the students research Togo via the Internet and CD-ROM.

Reflection: Because the students develop questions to ask the visitor, the teacher can use this opportunity to review the language system in terms of asking questions. The focus on interrogatives helps students refine their language skills, and follow-up with Internet and CD-ROM brings technology to this activity.

Hockey Lesson

Students in Long Island, New York, learn about hockey first-hand from players for the New York Islanders who were born in Canada and were raised speaking French. A teacher from Plainview Kennedy High School who wants to give his students a French lesson in hockey arranges for two players from the Islanders team to address his French students. The students spend several hours asking questions in French about professional hockey and the players' personal lives. Afterwards, the students attend a specially priced hockey game with their parents in which the Islanders play opposite the Montreal Canadians.

Reflection: The teacher reports that several months after this activity the students are still excited about the experience. Having the students attend the game in addition to the assembly was important because "it takes the kids' interest in sports and ties it directly to learning a foreign language." This activity could be replicated in Spanish classes with Hispanic members of soccer teams or in German classes by interviews with German tennis players.

Journal Writing

Students in the German III class at Las Cruces High School write journal entries four times a week outside class about topics of their own interest. One of their weekly journal entries is the discussion of an article of the students' choice. The school has a subscription to a German newspaper and to a weekly magazine, and issues are available for the students to take home. Some of the students have access to the Internet and have found reading materials there to review in their journals. Soon the language department will have a satellite dish and access to *Deutsche Welle* TV. Their teacher plans to videotape various programs which the students can then view at home and discuss in their weekly journals.

Reflection: For the purpose of using media from the culture to obtain information on topics of personal interest, students could prepare an analysis of current events, and time can set aside each week for students to share what they have read or viewed with their classmates. The students can also use these authentic documents to identify, discuss, and analyze such products of the culture as social, economic, and political institutions. The teacher also helps students focus on individual difficulties with using the language system by highlighting common errors in language usage when reacting to the students' journal entries. This is done by calling attention to areas in which students need to improve, not by correcting errors for the student. Peer editing is another effective way to help students improve writing skills by providing an audience other than the teacher for the student writing.

Literature-Based Project

The students in the fourth year German course at Las Cruces High School have spent the past three weeks reading *Damals war es Friedrich*, a novel by Hans Peter Richter that focuses on the relationship of a Jewish and non-Jewish boy growing up during the 1930s. While reading, the students discuss various literary aspects of the novel, including its structure and relationship to other literary works that they have read, the relationships of the characters to each other, and the historical setting of the novel. The students decided in a brainstorming session to produce a "documentary" film based on the historical period depicted in the novel and focused on the period's impact on families. Students contacted history teachers in the school, professors in the German and history departments at the local university, the Jewish community leaders, and the leadership of "Freunde der deutschen Sprache," a community organization for German speakers. Some students videotape interviews with members of the community who had lived in Germany during that time period. Other students wrote scripts for scenes from the book emphasizing the Jewish boy's perspective. With members of the class taking on the various roles, these scenes were also taped by the group. Other students conducted historical research. One student's inquiries led to the discovery of a Holocaust museum in a neighboring city which the class visited. The students interviewed the museum's founder and director and captured many of the displays on video tape. The group also viewed several films, including *Europa, Europa*, *Die Weisse Rose*, *Schindler's List*, and parts of documentary films on "Entartete Kunst" (Degenerate Art) and filmmaker Leni Riefenstahl. Using two VCRs, they edited the scenes that they had filmed, including relevant parts of the interviews, and footage from the museum visit. Finally they added introductory and closing comments and voice-over narration by some of the students. The finished film is about twenty-five minutes long and is augmented by a written synopsis of the project.

Reflection: This scenario illustrates how a literary work can serve as the basis for an interdisciplinary project. Even though this community does not have a large number of native speakers, the students were able to locate speakers of the language who could contribute to their project. A logical extension of the project would be to broadcast the video on a local cable channel or university channel for the community to see, or to host a screening attended by all those interviewed. The final product in this scenario could be a print publication.

Mystery Class

To review material learned the previous year, students in this German II class are asked by their teacher to write a description of themselves as well as information about where they live and their interests. The students then photograph themselves holding an item that represents their hobby (e.g., fishing pole and net for salmon). Each student's picture is numbered, and the package of descriptions and pictures is mailed to the partner school. The receiving school's students read each letter and match the letter with the picture. They also guess at the location of the mystery school based on the information given by the students in their letters that might suggest region or place. Since the school is on the Internet, it is a quick process to see if the students guess correctly.

Reflection: This activity combines technology with a review of basic structures from German I and the high interest provided by communicating information with peers. This activity provides the basis for long-term communication among the students in which they may share cultural information such as use of the telephone, doors open vs. doors closed in a home, parental attention to teens' whereabouts, etc. The students are able to reflect on their own culture by reading what German students say about the differences they see between the cultures.

Puerto Rico Here We Come

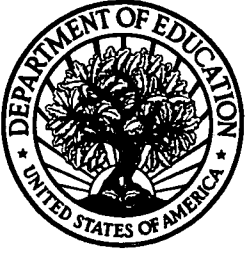
To acquaint students with the culture of the language they are learning, kindergartners in Rockbridge Elementary Schools's FLEX (Foreign Language Experience) program learn about the culture of Puerto Rico and the traditional dishes that are eaten in this culture. A map and pictures of the island give the students a better view of its location, but original music, traditional dress, traditional food, and authentic musical instruments are still missing. To become familiar with these cultural aspects, the students decide to "take a trip" to the island of Puerto Rico in the form of an extended role play. The sound of an airplane departing and arriving is used to make this activity more exciting. After they "arrive" on the island, they listen to taped, authentic music. Using pictures and photographs, they take a trip around the island looking at various things, including traditional homes and dress. Students listen to the vocabulary and repeat it after the teacher. After they "travel" and have fun going from place to place, they are hungry. What better way of ending this activity than eating a traditional dish from the island: *arroz con pollo y habichuelas*.

Reflection: This activity exemplifies the rich experiences that can be provided in a FLEX class. The students are actively involved in learning about the culture in a hands-on experience. The language is introduced as it relates to the cultural topics. A variety of modalities and senses are used so that students are able to "experience" the culture. This activity may be adapted for any grade level or language program model.

Roman Marriage

In a first year Latin class, students plan a re-creation of an authentic Roman wedding. Each of the Brockwood High School students receives from their teacher a handout about Roman marriage that includes the marriage contract, the sequence of events, and the script the participants will read during the ceremony, along with pertinent vocabulary in Latin. After discussing the handout, the students choose roles. There are a bride and a groom, priest, augur, and other Romans. All the students who do not have a specific role participate in the procession to the groom's house. After they have enacted the ceremony in Latin, they discuss information in the handout and compare Roman weddings with weddings in American culture.

Reflection: An extension of this activity could include searching a CD-ROM containing literary works of Latin authors for references to Roman marriages by using the vocabulary learned to search for appropriate passages. Students could be asked to compare the marriage customs through the centuries as presented by various authors during different literary periods. To bring in the language system, the teacher might ask students to identify specific syntax that is found in the marriage ceremony and how this reflects the attitude of the Romans toward marriage and the role of bride and groom in the ceremony.



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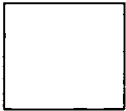


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